

Public Act No. 24-41, Sections 12(a)(1) - (6): Key Findings and Possible Approaches

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1. Introduction

This memo pertains to the obligations of the Connecticut Educator Preparation and Certification Board (the “Certification Board”) set out in Section 12(a) of Public Act 24-41 (the “Act”),¹ and summarizes research relevant to those obligations, as well as possible approaches the Certification Board could take to address those obligations.

Note that, for each of the obligations contained in Section 12(a)(1) and (6), this memo cross-references to standalone memos that address them respectively in greater depth.

2. Section 12(a): An Overview

Section 12(a) of the Act requires the Certification Board—by July 1, 2025—to develop standards and proposals for regulations and legislation regarding:

1. The evaluation criteria for assessing proposals for alternative pathways for educators to progress from an initial educator certificate to a professional educator certificate or to be issued a cross endorsement.
2. The manner in which educator preparation programs will align with revised endorsement codes.
3. The adequacy and relevance of existing certification endorsement areas.
4. The implementation of the Council for the Accreditation of Educator Preparation (“CAEP”)’s standards for educator preparation programs.
5. The necessity of the temporary ninety-day certificate.

¹ Public Act 24-41, Substitute House Bill No. 5436, 2024, § 1 (Connecticut).

6. The design and development of a state-wide educator workforce data dashboard.

3. Summary of Key Findings

Statutory Reference	Certification Board Obligation	Summary of Relevant/Related Findings	Possible Approaches to Address Obligation
12(a)(1)	Criteria for Proposed Alternative Pathways to Professional Certification and Cross-Endorsements	<p>A number of states have recognized various pathways to professional certification in addition to or in lieu of an advanced professional degree (e.g., a master's), such as National Board certification, accrual of professional development points, and completion of state-designated programs.</p> <p><i>Research on criteria for cross-endorsements is forthcoming.</i></p>	<p>Criteria might include the extent to which the proposed alternative pathway:</p> <ul style="list-style-type: none"> • Motivates educators to continue to develop and update their teaching knowledge and skills, as they seek to advance in their careers; and • Validates that an educator has reached a threshold level of teaching experience and expertise.
12(a)(2)	Alignment of educator preparation programs with revised endorsement codes	No additional work is necessary at this time to generate alignment between EPP programs with the revised endorsement codes.	As new endorsements take effect (e.g., the expanded elementary education endorsement on July 1, 2025), monitor the programs offered by EPPs to ensure continued congruence between programs and endorsements.
12(a)(3)	Adequacy and relevance of existing certification endorsement areas	<p>CSDE actively monitors the adequacy of existing endorsement areas and has a process for adding codes under certain circumstances.</p> <p>Notwithstanding the expansion of the secondary education endorsements to grades 4–12, the Middle</p>	<p>Work with CSDE to make one or more of the following adjustments:</p> <ul style="list-style-type: none"> • Explore the creation of a new Birth–3 endorsement area to replace/combine the current 112 and 113 endorsement areas

		<p>Grades endorsements should not be phased out.</p> <p>Several other endorsement areas, however, appear susceptible to consolidation, renaming, or transfer to the “historic” section of the endorsement framework.</p>	<ul style="list-style-type: none"> ● Shift endorsement codes with limited use cases (e.g., 085 and 235) into the “Historic” section of the guidance. ● Monitor the process for adding a new endorsement code (e.g., for ASL) based on candidate demand. ● Rename endorsements with outdated nomenclature (e.g., Home Economics) ● Codify endorsement areas in a single location
12(a)(4)	Implementation of CAEP standards	<p>Given that all EPPs in Connecticut are required to maintain accreditation with CAEP and therefore must satisfy the procedures and standards propounded by the accreditation body, no further work is needed at this time to replace the repealed regulations that spoke to procedures and standards for EPPs.</p>	<p>Consider modifications to Connecticut’s partnership agreement with CAEP that would incorporate state-specific review elements and reviewers.</p> <p>Align internally on shared definitions for the purpose of reporting on CAEP Accountability Measures.</p>
12(a)(5)	Necessity of 90-day certificate	<p>N/A – Scope of research was to determine whether additional action would be necessary to preserve the temporary 90-day certificate in the state’s policy framework.</p>	<p>Because the requirements for educators to obtain a temporary 90-day certificate are covered in Section 10-145b(c) of the statutes, no further action is needed at this time.</p>

12(a)(6)	Design and development of state-wide educator workforce data dashboard	Completer effectiveness is a measure that is required by both CAEP and Public Act 15-243 for annual reporting purposes. Some states have established common measures of completer effectiveness used statewide, and included completer effectiveness data on their educator workforce data dashboards.	Develop—through a process informed by research and stakeholder perspectives—a common measure of completer effectiveness in Connecticut. Include completer effectiveness data on EdSight’s EPP Dashboard.
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4. Section 12(a)(1): Criteria for Proposed Alternative Pathways to Professional Certification and Cross-Endorsements

When determining the approval criteria to assess proposed alternative pathways to Professional Educator Certification, the Certification Board should be guided—at least in part—by the overarching purpose of a tiered educator certification system; and relatedly, the role Professional Educator Certification plays within it.

CPRL’s [memo on alternative pathways to professional certification](#) posits two criteria that the Certification Board might consider, which include the extent to which the proposed alternative pathway:

- Motivates educators to continue to develop and update their teaching knowledge and skills, as they seek to advance in their careers; and
- Validates that an educator has reached a threshold level of teaching experience and expertise.

It also spotlights three alternative pathways to professional certification recognized in other states: National Board certification, accrual of professional development points, and completion of state-designated programs.

Note that this memo does not address the criteria for alternative pathways to cross-endorsements. That research is forthcoming, and will be shared when available.

5. Sections 12(a)(2)-(3): Educator Preparation Program Alignment with Endorsement Codes, and Adequacy/Relevance of Endorsement Codes

Public Act 24-41 included several provisions that modified the pre-existing endorsement framework in Connecticut. Specifically, the Act (1) expanded the grade-span validity of elementary education endorsements to grades prekindergarten to six, inclusive; (2) expanded the grade-span validity of a host of secondary education endorsement

areas to grades four to twelve, inclusive;² and (3) sunset sections 10-145d-444 through 10-145d-450 of the State Board of Education Regulations, which cover the requirements for obtaining a Middle Grades certificate effective July 1, 2026.

a. Section 12(a)(2)

No additional work is needed at this time to generate alignment between the recommendations issued by approved educator preparation programs and the revised endorsement codes. With the grade-span expansion of the secondary education endorsements having taken effect on July 1, 2024, CSDE has already taken steps to determine how programs offered by approved educator preparation programs (EPPs) correspond with the new endorsement codes.³ The grade-span expansion of the elementary education endorsement will take effect on July 1, 2025, and EPPs will therefore have time to make adjustments to the scope of their elementary education certification programs. It will be important for EPPs to keep in mind that, effective July 1, 2025, the Act requires elementary education certification programs to be aligned with the professional standards and competencies for early childhood educators developed by the National Association for the Education of Young Children.⁴

Furthermore, while this would likely fall outside the scope of Section 12(a)(2) given its timing, it is important to note that the Connecticut State Department of Education (“CSDE”) is contemplating the development of a Birth–Grade 3 endorsement area. Should that process result in the formalization of a new endorsement code, CSDE and EPPs will have an opportunity to ensure alignment between certification programs and that new endorsement area.

b. Section 12(a)(3)

CSDE works to align endorsement codes with existing legal requirements and maintains an updated list of endorsement codes on its website.⁵ Rather than being discontinued entirely, endorsement areas that have been rendered obsolete or have otherwise been superseded remain eligible for reissuance to existing endorsement holders. Using its authority to develop standards and guidance, the Certification Board should consider working with CSDE to make one or more of the following adjustments to the existing certification endorsement areas in order to ensure their continued adequacy and relevance:

- **Explore the creation of a new Birth–3 endorsement area that would replace/combine the existing Integrated Early Childhood/Special Ed., Birth-Kindergarten (112) and Integrated Early Childhood/Elementary Ed. N-3 and Special Ed., N-K (113) endorsements.** CSDE is contemplating the development of this endorsement area, which would align with research suggesting that preparation

² The Act makes the following endorsement valid for Grades 4–12 irrespective of when they were issued: Biology, business, chemistry, earth science, English, French, German, general science, history and social studies, Italian, Latin and classical humanities, Mandarin Chinese, mathematics, Portuguese, physics, Russian, Spanish and any other world language.

³ Connecticut State Department of Education, (2025). “Guide to Approved Educator Preparation Programs in Connecticut”, (CDSE Guidance) Connecticut State Department of Education, Hartford, CT, https://portal.ct.gov/dol/-/media/sdecertification/guide-to-approved-educator-preparation-programs-in-connecticut_january-2025.pdf

⁴ Conn. Gen. Stat. § 10-145a(k)

⁵ CT.gov, *What are the Numbers for Endorsement Codes?*,

<https://portal.ct.gov/sdecertification/knowledge-base/articles/resources/endorsements/endorsement-codes>.

programs for early-childhood educators benefit from a dedicated focus on the developmental needs of young children.⁶

- **Retain the Middle Grades endorsements.** The expansion of the grade-span validity of the secondary education endorsements effectuated by the Act has largely obviated the need for discrete Middle School (Grade 4–8) certificates (215, 226, 229–235). Nevertheless, those endorsement codes should remain active for two principal reasons. First, it is important for out-of-state educators seeking an equivalent certification upon relocation to Connecticut to have a middle school grade band available. Second, it will allow elementary school teachers seeking a cross-endorsement that would allow them to teach Grades 7 and 8 to expand their practice without necessarily having to develop the skills needed to work with high school students. Three Connecticut EPPs (Albertus Magnus College, CREC, and the University of Bridgeport) offer certification programs for teachers in Grades 4–8.
- **Shift endorsement codes with limited use cases into the “Historic” section of the guidance.** Other endorsement areas, however, are susceptible to a relocation into the Historic section of the guidance. The Integrated Science (235) endorsement, for example, is congruent with the General Science (234) endorsement and need not remain an active option for new teacher candidates. Similarly, barring any adverse implications with the Teacher Retirement Board, the Certification Board might consider moving the School Business Administrator (085) endorsement into the Historic category given the option to work in that capacity with an Intermediate Administration or Supervision (092) endorsement.
- **Monitor the process for adding new endorsement codes based on candidate demand.** CSDE adds endorsement codes when a critical mass of candidates emerges. For example, at the moment, candidates seeking an endorsement to teach American Sign Language (ASL) are eligible to do so under an 024 (Other World Language, 4–12) certificate. Should a significant number of candidates pursue that particular endorsement, CSDE will add a dedicated endorsement code as it did for Portuguese (317) and Mandarin Chinese (318).
- **Consider updating the names of certain endorsement codes.** Family and Consumer Sciences, for example, has become the standard nomenclature for the Home Economics (045) certification area.⁷
- **Codify endorsement areas in a single location.** Connecticut’s licensure framework has evolved as a patchwork of statutes and regulations. Centralizing information about the types of licenses that the state issues in a single location would remedy this fragmentation and would simplify and clarify the process for making modifications to the list of active endorsement areas in the future. This consolidation would facilitate the Certification Board’s efforts to ensure that, where possible, endorsement codes are streamlined and meet educator and school needs.

6. Section 12(a)(4): Implementation of CAEP Standards

⁶ Jackson, S., Orenstein, N., & Bornfreund, L., (2017). “One size doesn’t fit all: The need for specialized teacher licenses in the early grades”, New America Foundation, Washington D.C., <http://na-production.s3.amazonaws.com/documents/One-Size-Doesnt-Fit-All.pdf>.

⁷ See, e.g., 603 CMR § 7.04(3)(a) (Massachusetts); 8 CRR-NY § 52.21 (New York).

The Act repealed a host of regulations that established procedures and standards for EPPs that have been overridden because of the state's partnership with CAEP. Special Act 16-22 required CSDE and the Office of Higher Education to enter into an agreement with CAEP for the purposes of accrediting and establishing standards for programs of educator preparation leading to professional certification.⁸ Given that all EPPs in Connecticut are required to maintain accreditation with CAEP and therefore must satisfy the procedures and standards of the accreditation body, no further work is needed at this time to replace the repealed regulations.

It should be noted that the Act also requires the Certification Board to establish new program approval requirements for EPPs (and to codify the existing relationship between CAEP accreditation decisions and continuing program approval determinations) no later than July 1, 2026. At that point, the Certification Board can decide whether to add state-specific review standards to those utilized by CAEP and whether to involve state-appointed reviewers in the accreditation process. Similarly, as explained below, Connecticut's design and development of a state-wide data dashboard that enables longitudinal monitoring of educator workforce data may ultimately have implications on the implementation of CAEP reporting requirements pertaining to its completer effectiveness measure.

7. Section 12(a)(5): Necessity of Ninety-Day Certificate

The Act repealed sections 10-145-414 and 10-145d-427(m-n) of the regulations, which address the temporary 90-day certificate. It is important to note, however, that those regulations were repealed because the requirements for educators to obtain a temporary 90-day certificate are covered in Section 10-145b(c) of the statutes. Therefore, no further action is needed at this time.

8. Section 12(a)(6): State-wide Educator Workforce Data Dashboard

The CSDE's EdSight data system remains the foundation of Connecticut's educator workforce data infrastructure. As presently constructed, it supplies useful information to multiple stakeholders in the service of consumer (i.e. prospective educators) information, EPP quality monitoring and improvement, and strategic workforce planning.

That said, there are opportunities to enhance EdSight—in particular, its EPP Dashboard. CPRL's [memo on Connecticut's educator workforce data dashboard](#) hones in on one such opportunity: the inclusion of completer effectiveness data on the EPP Dashboard. Completer effectiveness data is already required by Public Act 15-243 and CAEP for annual reporting purposes in Connecticut.

To facilitate this, the memo suggests that Connecticut develop—through a research-backed, participatory process engaging relevant stakeholders—a set of measures of completer effectiveness that is to be adopted statewide; and linked to educators and the EPP programs from which they graduated. Doing so would also support the implementation of CAEP standards (i.e. Section 12(a)(4) of the Act) because it would supply a readily available set of measures that all EPPs in Connecticut could use for CAEP annual reporting.

⁸ Special Act 16-22, Senate Bill No. 382, 2016, § 1 (Connecticut).